TABLE 3. COMPARISON OF SERVICES/PROGRAMS AND ELEMENTARY SCHOOLS—SECTION 6 VS. DODDS–E—Continued

Full services provided	K–6—Camp Lejeune (aver. 398)	1–6—Dodds-E Schools (1–400)	K–6—Fort Bragg (aver. 496)	1–6—Dodds-E Schools (400–499)	K–6—Fort Campbell (aver. 720)	1–6—Dodds-E Schools (500–749)	1–6—Dodds-E Schools (over 750)
Art	Yes	No	Yes	No	Yes	No	Yes
Music	Yes	No	Yes	No	Yes	Yes	Yes
Physical Ed. (P.E.)	Yes	No	Yes	No	Yes	Yes	Yes
Guidance counselor	Yes	No	Yes	No	Yes	1/600 kids	Yes
Reading improvement specialist	Yes	No	Yes	No	No	Yes	Yes
Talented and gifted teacher	Yes	Yes	Yes	Yes	Yes	Yes	Yes
English as a second language	No	1/40 kids (weighted)	Yes	1/40 kids (weighted)	Yes	1/40 kids (weighted)	1/40 kids (weighted)
Compensatory Ed. (Comp. Ed.)	Yes	1/70 kids in program	No	1/70 kids in program	No	1/70 kids in program	1/70 kids in program
Librarian	Yes	.5/126–348 in 1/349–999 kids	Yes	Yes	Yes	Yes	Yes
School nurse	Yes	.5/350–499 kids	Yes	.5/350–498 kids	Yes	Yes	Yes
Special education services (learned impaired, etc.).	Full range available	Authorized only in weighted numbers	Full range available	Authorized only in weighted numbers	Full range available	(1)	(1)

* Refer to Dodds–E MPWR Branch Staffing Standards, SY 95/96 for fuller explanations. Section 6 Schools surveyed: Camp Lejeune, NC; Fort Bragg, NC; Fort Campbell, KY. 61.5% of DODDS–E Schools have under 400 students enrolled. 11% of DODDS–E Schools have between 400–500 students enrolled. 17% of DODDS–E Schools have between 500–800 students enrolled. 10% of DODDS–E Schools have over 800 students enrolled.
[1] Authorized only in weighted numbers.

Overseas, in DoDDS schools, the opposite occurs. This is shown in Table 1. Type and Size of DoDDS–E Schools, found in Appendix No. 4, Tables 4, 5, and 6 in conjunction with Table 1, show that:

for DoDDS elementary schools, a majority or 61.5% are in the range of under 400 student enrollment; for DoDDS unit schools (K–12), the majority or 58% are in the range of under 200 student enrollment; and,

for DoDDS high schools, the majority or 81% are in the range of under 500 student enrollment.

In particular, it should be noted that there are NO DoDDS high schools with more than 700 students, while U.S.-wide, over half of all American high schools have MORE than 1000 students.

The explanation for this phenomenon is quite simple. The bulk of the DoDDS–E schools are spread too far apart to allow for the consolidation that occurs in the United States. For example, in Turkey if the DoDDS schools there could be consolidated, it would make staffing easier. The distances of hundreds of miles which separate these schools prevent this. This is the rule in DoDDS, not the exception.

In effect, stateside schools can be visualized as an inverse pyramid, with the largest schools being the consolidated high schools, the smallest ones being the neighborhood elementary schools. It is clear that the sizes of the elementary schools in the United States are generally considerably larger than those in DoDDS. In the overseas schools however, the pyramid is bottom-heavy, positioned in its normal fashion, with most of the enrollment in elementary schools and a paucity of students in the age groups for upper grades (grades 7–12).

Overseas schools are often located at distances of 200 to 300 miles away from each other with no way to consolidate, which results in decreasing student populations as students move up through the grades.

If these smaller schools are staffed based purely and strictly upon enrollment requirements set forth in the Staffing Documents found in Appendix no. 1, can they offer the programs that are available in the sampled Section 6 Schools? Just because students are required to go to schools with smaller enrollments, is it appropriate that they have fewer educational opportunities than their stateside peers?

Certainly not. Parents, driven by perception and reality, who are required to bring dependents overseas to schools in these isolated areas will not be satisfied: They will refuse to enroll their children in schools that are not offering at least the same programs that are offered in the United States—in fact, the programs would have to be better to be a real inducement; word will spread that DoDDS is not providing quality education; the Quality of Life available will be degraded; military recruitment will suffer; and, there will be a resistance to overseas assignments.●

GLADYS MANSON HAUG ARNTZEN TURNS 100 YEARS OLD IN AUGUST

● Mr. GORTON. Mr. President, a very valued constituent of mine, E.P. ''Pete'' Paup, executive vice president of the Manson Construction and Engineering Co. in Seattle, WA, has brought to my attention that his mother-in-law will reach the age of 100 years on August 13, 1995. Pete has kindly shared with me the life story of this remarkable woman.

Gladys Angelica Christine Manson was born in the small community of Dockton on Maury Island in the young State of Washington, August 13, 1895. Her parents, Minnie Carlson Manson and Peter Manson, were Swedish immigrants who had moved to Dockton from Tacoma in 1893.

Peter was employed by the local drydocking company and became dockmaster in 1903. The year before, 1902, little Gladys held a lantern when her mother dug up a glass jar full of $20 gold pieces from a crawl space beneath their house. Because of the bank failures during the panic of 1893, the Mansons didn't trust their money to banks, so they hid it. The gold from the mason jar was used to purchase a steam donkey engine for a floating pile driver. Today, Manson Construction and Engineering Co. is a major Pacific coast marine construction and dredging contractor.

In 1910, Gladys was a member of Dockton Grade School's first graduating class, whereupon she entered Burton High School. In 1912 she moved to Seattle with her family and graduated from Lincoln High School in 1914. After graduation, Glady's entered the University of Washington and graduated in 1918 with a degree in music.

Gladys later taught music in Brooklyn, Seattle, and Roslyn, WA and spent 3 years as a district music supervisor in Kent, WA.

In 1924 she married Andrew J. Haug and had three children, Irving, Peter, and Andrea. Andrew Haug died in 1965. Later Glady's married Edward J. Arntzen, a retired professor from Western Washington University in Bellingham, WA. Edward passed away in 1971.

Gladys is an active member of Grace Lutheran Church in Bellevue, WA and is a member of the Lincoln High School Alumni Association. She has also been a member of both the Sons of Norway and the Swedish Club.

Gladys Manson Haug Arntzen will celebrate her 100th birthday at her daughter's home, on August 13, 1995. I invite the attention of all my colleagues to this tremendous story and great community contribution, and in doing so, I wish Gladys Manson Haug Arntzen the happiest of birthday celebrations on August 13.●

APPOINTING SAM FOWLER, CHIEF COUNSEL FOR THE MINORITY, COMMITTEE ON ENERGY AND NATURAL RESOURCES

● Mr. JOHNSTON. Mr. President, today I would like to formally announce that I have named Sam Fowler the chief counsel for the minority on the Committee on Energy and Natural Resources. For several years Sam has been our counsel for the toughest issues and the person we turn to make sense of the most difficult assignments. I would like to recognize his importance to use with the title of chief counsel.

Sam follows in the footsteps of Mike Harvey, who has for two decades defined the role of chief counsel on this committee. Sam is cut from that same high quality cloth as Mike. I know that the committee's tradition of excellence in service to its members will be carried forward with Sam.

Sam is a graduate of the University of New Hampshire and the George Washington University Law School. He has served with the Smithsonian Institution, the Council on Environmental Quality, in private practice and with Mo Udall in the House of Representatives. Sam joined our staff in 1991. He has been invaluable, absolutely invaluable.

Sam's portfolio includes nuclear facility licensing, parliamentary procedure, the budget process, uranium enrichment, Russian reactor safety, cleanup of Department of Energy nuclear weapons production sites, alternative fuels, automobile fuel efficiency, low-level nuclear waste disposal, health effects of electromagnetic fields, the National Environmental Policy Act, constitution law, nominations, Government organization, Senate and committee standing rules and ethics issues. In addition, Sam can